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ABSTRACT

The Adult Basic Education Teacher Workshop was a two-week program designed to increase the competencies and skills of people involved in teaching the undereducated adult. Biographical information on the 30 participants is broken down according to sex, age, level of completed education, geographical residence, area of professional experience, and teacher work experience. The program utilized the assumptions and processes of Andragogy. Participants assisted in determining program content and objectives through diagnosis of their own needs. The daily schedule of the workshop is provided. Participants were assigned two major tasks: (1) to learn to handle all 7 pieces of audiovisual equipment; and (2) to develop a plan that they could use in their local teaching area. Summaries of lectures by resource persons are provided. The program was evaluated through: (1) continuous assessment of learning; (2) analysis of participants' interactions with others through pre-testing and post-testing; (3) evaluation forms completed by participants on the last day; and (4) observations made by the workshop director. Successful and unsuccessful aspects of the workshop are discussed, with suggestions for improvements. All relevant forms, questionnaires, and other informative material used in the workshop are presented in the body of the report or in Appendixes A-F. (KM)

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ED 070942

# ADULT BASIC EDUCATION TEACHER WORKSHOP

July 17 – July 28
1972

DEPARTMENT OF ADULT AND CONTINUING EDUCATION

UNIVERSITY OF NEBRASKA
LINCOLN, NEBRASKA

This workshop was held in cooperation with the Nebraska State Department of Education, Adult Education Section.

AC014108

# Foreward

This workshop was designed to increase the competencies and skills of the teacher of the undereducated adult. The participants were exposed to a variety of learning activities centered around the adult learning process known as "Andragogy," "the art and science of helping adults learn how to learn." Specific topics included providing additional knowledge of background characteristics of the undereducated adult, knowledge of their sociological needs and knowledge of techniques and materials available to both teacher and student. The workshop also helped the adult basic education teacher to diagnose the classroom atmosphere, identify specific problems within the classroom, and plan procedures to solve particular problems. Each participant also developed a workshop project that was to be implemented in the home classroom.

A workshop of this nature could not be possible without the able assistance of a host of people. Special thanks are due Dr. Len Hill, Adult Education Coordinator for the Nebraska State Department of Education and Dr. W. C. Meierhenry, Chairman of the University of Nebraska's Adult and Continuing Education Department for their consultation, guidance and participation. In addition, the workshop's many able consultants and resource people, the participants, and Mr. Hal Smith, workshop assistant, were critical to its success. It is hoped that an important need was met.

Roger Hiemstra
Workshop Director

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## Introduction

Adult Basic Education (hereinafter referred to as ABE) literature repeatedly proclaims the awesome statistics of the percentage of adults who have not received a high school certificate of graduation. In Nebraska, for example, the figure is near the 50% level. While a certificate is not a guarantee of a job offer, the correlation of job security (obtaining a job, on-the-job promotion, job tenure and salary earned) with the amount of education achieved has received consistent support through sociological and educational research.

The teacher within the ABE classroom, while cognizant of these statistics and facts, is also aware that social and psychological forces impinge upon and too often defeat the undereducated adult in spite of an ABE teacher's educational expertise. Adult Basic Education is designed to educate "adults whose inability to speak, read or write the English language constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability. . . ." The Title III Adult Education Act of 1966 further states, as does Section 303. of the 1970 Amendment, that the term "adult basic education" means adult education. "...which is designed to help eliminate such inability and raise the level of education of such individuals with a view of making them less likely to become dependent upon others, to improving their ability to benefit from occupational training and otherwise increasing their opportunities for more productive and profitable employment, and to making them better able to meet their adult responsibilities."

Adult Basic Education is therefore described in Section 302. of the 1970 Amended Law as an instructional program "that will enable all adults to continue their education to at least the level of completion of secondary school and make available the means to secure training that will enable them to become more employable, productive and responsible citizens." The ABE classroom, then, is intended to help the adult - through educational procedures - to achieve success (perhaps for the first time) as an employable, productive and responsible citizen. The scope of this task is much beyond the traditional concept of the classroom; the intent of the federal legislation is asking the adult basic education teacher to motivate an undereducated adult not only to learn the customary knowledge, but to also glean from his new found insights the adult goals of job security and responsible citizenship.

To help contribute to this considerable teaching task the workshop being described was developed. It was felt that many ABE teachers in the State of Nebraska would be willing to participate in a workshop especially designed for them and based on their expressed and identified needs. Furthermore, the Nebraska State Department of Education agreed to support such a workshop and cooperated to make it a success.

## Purpose

The purpose of the workshop was to help increase the competencies and skills of individuals involved in teaching the undereducated adult. Specific workshop objectives were formulated in consultation with ABE supervisors, specialists and teachers as follows:

1. To determine specific educational needs as expressed by potential workshop participants as a basis for most of the workshop's content (Appendix A contains a summary of this needs assessment information).

2. To conduct an educational program for teachers who are responsible for educating disadvantaged adults.

3. To increase the teaching competencies and skills of the workshop participants.

4. To promote the utilization of the knowledge gained during the workshop by helping participants develop a project for implementation in the local program.

5. To stimulate participants to make an increased commitment to the adult education profession.

6. To further adult education knowledge by utilizing the workshop as a research stimulant.

Additional objectives pertaining to specific learning activities were formulated and are shown on the learning activity instruction sheets. These are displayed in Appendices E and F.

Participants

Thirty people participated in the workshop, including nine men and twenty-one women. These people were chosen primarily by community ABE supervisors or coordinators as representative of persons who would benefit from specialized training. In a few instances special permission was given to persons who were particularly desirous of training on how to work with disadvantaged adults. The variety of backgrounds, experience and educational needs brought to the workshop greatly contributed to the learning environment. Appendix B lists the workshop participants.

Table 1 shows some biographical information on the participants. The age range, for example, was quite evenly distributed over the various categories. This reveals both the long-range potential of young teachers who can receive training early in their career and the valuable experience

and educational commitment an older person can bring to bear on working with disadvantaged adults.

The level of completed education was another category showing a large variance. More than half of the participants had completed graduate work beyond the bachelor's degree. This, too, reflects the potential of experience and training as important components to program success. On the other hand, the fourteen people with a bachelor's degree or less were in a unique position of having this specific training in adult education become an important part of their "teachable moment" learning. Furthermore, this workshop was unique in having had as participants four people who had completed high school diplomas through special education programs or through the "General Educational Development" diploma route. It is hoped that the training they received will enable them to provide better education to minority group adults.

Geographically, the workshop participants represented all areas of the State of Nebraska. Sixty percent of the participants resided in the south-eastern part of Nebraska, but that merely reflected the current population distribution of the state. Twenty percent resided in central Nebraska (from York to North Platte) and another twenty percent resided in western Nebraska; hopefully, this large representation from these two areas will enable continued program success where there is considerable need.

As one might expect, sixty percent of the participants mentioned public school teaching or administration as their primary area of professional experience or preparation. Adult education programs have always relied on people with this background for much of the teaching force. However, perhaps just as important was the fact that forty percent stated that counseling or adult education was the primary professional background.

Table 1

Biographical Information on the Participants of the 1971 Summer Workshop

| Category | No. | Percent | Accumulative Percent |
|---|---|---|---|
| SEX: | | | |
| Male | 9 | 30.00 | 30.00 |
| Female | 21 | 70.00 | 100.00 |
| | 30 | 100.00 | |
| AGE: | | | |
| 20-29 | 5 | 16.67 | 16.67 |
| 30-39 | 8 | 26.67 | 43.34 |
| 40-49 | 6 | 20.00 | 63.34 |
| 50-59 | 6 | 20.00 | 83.34 |
| 60 and older | 5 | 16.67 | 100.01* |
| | 30 | 100.00 | |
| LEVEL OF COMPLETED EDUCATION: | | | |
| Less than Bachelors | 4 | 13.33 | 13.33 |
| Bachelors Degree | 10 | 33.33 | 46.66 |
| Graduate work Beyond Bachelors (less than Masters) | 7 | 23.33 | 69.99 |
| Masters degree | 7 | 23.33 | 93.32 |
| Beyond Masters | 2 | 6.67 | 99.99* |
| | 30 | 100.00 | |
| GEOGRAPHICAL RESIDENCE: | | | |
| Omaha area | 1 | 3.33 | 3.33 |
| Lincoln area | 7 | 23.33 | 26.66 |
| Northeast Nebraska | 5 | 16.67 | 43.33 |
| Southeast Nebraska | 5 | 16.67 | 60.00 |
| Central Nebraska | 6 | 20.00 | 80.00 |
| Western Nebraska | 6 | 20.00 | 100.00 |
| | 30 | 100.00 | |
| AREA OF PROFESSIONAL EXPERIENCE: | | | |
| Public School Teaching | 18 | 60.00 | 60.00 |
| Counseling | 5 | 16.67 | 76.67 |
| Adult Education | 7 | 23.33 | 100.00 |
| | 30 | 100.00 | |

Table 1. continued

| Category | No. | Percent | Accumulative Percent |
|---|---|---|---|
| TEACHER WORK EXPERIENCE: | | | |
| ABE | 5 | 16.67 | 16.67 |
| GED | 6 | 20.00 | 26.67 |
| ABE & GED | 9 | 30.00 | 66.67 |
| OTHER | 10** | 33.33 | 100.00 |
| | 30 | 100.00 | |

*Rounding error
**Included seven new or potential teachers, a coordinator of general adult education, a graduate student in adult education, and a state department representative.

These two areas are, of course, important for work with the disadvantaged adult and these particular participants made valuable inputs during the workshop. The "mix" of individuals representing these three areas of competence or experience contributed greatly to the overall learning environment.

The type of student primarily worked with was varied. Nearly as many worked with both ABE and GED students than worked with only one type of student. This situation presented particular types of problems that will be described in a later chapter.

## The Program

The workshop was designed utilizing the assumptions and processes inherent in Andragogy. Figure 1. shows these elements. In other words, the participants were expected to be able to identify educational need, participate fully in the design and operation of the workshop and contribute to the learning environment both as resource and active learner.

The climate of the workshop was designed to be informal and adult oriented. Such features as adult sized chairs, work-table space, constantly available coffee and tea, name tags and opportunities for frequent informal

Figure 1.

ASSUMPTIONS AND PROCESSES OF ANDRAGOGY

(Malcolm S. Knowles, Boston University)

| ASSUMPTIONS | | PROCESS ELEMENTS | |
|---|---|---|---|
| Self-Concept | Increasing self-directiveness | Climate | Mutuality<br>Respectful<br>Collaborative<br>Informal |
| Experience | Learners are a rich resource for learning | Planning | Mechanism for mutual planning |
| Readiness | Developmental tasks of social roles | Diagnosis of needs | Mutual self-diagnosis |
| Time perspective | Immediacy of application | Formulation of objectives | Mutual negotiation |
| Orientation to learning | Problem centered | Design | Sequenced in terms of readiness<br>---<br>Problem units |
| | | Activities | Experiential techniques (inquiry) |
| | | Evaluation | Mutual re-diagnosis of needs<br>---<br>Mutual measurement of program |

visiting were an important part of the two weeks. Unique to the workshop was a daily session (talk time) where problems, special needs and philosophy were discussed.

An attempt at mutual planning and mutual diagnosis of need was also an important part of the workshop. As described earlier, participants were given an opportunity to diagnose their needs prior to the workshop. These needs were summarized (see Appendix A) and utilized as a basis for formulating the daily program contents. In addition, participants were asked to give additional diagnostic inputs during the first week and those needs were met in part during the final parts of the workshop.

A major portion of the workshop objectives were formulated prior to the workshop based on those diagnosed needs; however, participants had an opportunity to help determine objectives for any particular or individual needs. Many of these objectives became an important part of the various workshop projects. In addition, the participants had a learning activity designed to increase skills in the use of performance based objectives. Appendix C shows the results of various small group efforts to write behavioral objectives.

The program for the two weeks was varied and extensive. It required hard work, active participation and long hours for the participants. Figure 2 shows the two week schedule of events. Activities ranged from lectures by consultants, to panel discussions, to field trips, to small group work. In addition, the workshop library and work area was left open in the evening for participants to meet special consultants, to work on individual learning kits, to meet individually with workshop resource people, and to work on workshop projects. Appendix D lists the various resources available to participants and Appendix E shows the various learning activity description sheets.

Figure 2.

Schedule of Events
ABE Teacher Education Workshop

Sunday - July 16

(Optional) 5:00 - 7:00 p.m. - Dorm Check-in
(Optional) 7:00 - 9:00 p.m. - Informal welcome and registration (Henzlik Hall, Room 58)

Monday - July 17 (58 Henzlik Hall)

8:55 - 11:35 a.m. - Registration
Workshop Overview
Need Assessment
Getting Started
2:00 - 3:00 p.m. - Video Film "Andragogy"
Dr. Leonard Hill
"ABE in Nebraska"
3:00 - 3:45 p.m. - Talk time
3:45 - 5:00 p.m. - Dr.'s Hill, Meierhenry, & Hiemstra
"Questions and Answers"
Need Assessment
Work Sessions
(Optional) 7:00 - 10:00 p.m. - Dr. Leonard Hill - Individual consultation
Design Center learning stations
Coordinator: Hiemstra
Librarians: Fangmeyer & Smith

Tuesday - July 18 (58 Henzlik Hall)

8:55 - 11:35 a.m. - Dr. Carroll Londoner
"The Adult Learner"
"Adult Psychology"
2:00 - 3:00 p.m. - Discussion groups
Coordinator: Londoner
3:00 - 3:45 p.m. - Talk time
3:45 - 5:00 p.m. - Work sessions
Dr. Londoner - Individual consultation
(Optional) 7:00 - 10:00 p.m. - Design Center learning stations
Recruitment film
TV tape coding
Coordinator: Londoner
Librarian: Fangmeyer

Wednesday - July 19 (58 Henzlik Hall)

8:55 - 11:35 a.m. - Dr. Carroll Londoner
"Working With The Adult Learner"
"Utilizing The Psychology of Adults in the ABE Classroom"

(Figure 2 cont.)

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Wednesday - July 19 (cont.)

2:00 - 3:00 p.m. - Discussion groups
Coordinator: Londoner
3:00 - 3:45 p.m. - Talk time
3:45 - 5:00 p.m. - Work sessions
Dr. Londoner - Individual consultation
(Optional) 7:00 - 10:00 p.m. - Design Center learning stations
TV tape coding
Recruitment film
Coordinator: Smith, H.
Librarian: Fangmeyer

Thursday - July 20 (58 Henzlik Hall)

8:55 - 10:20 a.m. - Mr. Hal Smith
"Group Awareness in The ABE Classroom"
10:20 - 11:35 a.m. - Dr. Keith Prichard
"Sociology of Education"
2:00 - 3:00 p.m. - Panel reaction
Mr. Joe Aguilor
Mr. Richard Brown
Mr. Webster Robbins
3:00 - 3:45 p.m. - Talk time
3:45 - 5:00 p.m. - Work sessions
Aguilor, Brown, Robbins - Individual Consultation
(Optional) 7:00 - 10:00 p.m. - Work session
Ready Development Kit
Counseling kit
Teaching kit
Coordinator: Meierhenry
Librarian: Smith

Friday - July 21 (58 Henzlik Hall)

8:55 - 11:35 a.m. - Dr. Roger Hiemstra
"Performance Objectives and ABE"
"Evaluation and Objectives"
2:00 - 3:00 p.m. - Discussion groups
Coordinator: Hiemstra
3:00 - 3:45 p.m. - Talk time
3:45 - 5:00 p.m. - Work sessions
Dr. Hiemstra - Individual consultation
(Optional) 7:00 - 10:00 p.m. - Work sessions
Counseling kit
Teaching kit
Coordinator: Smith, H.
Librarian: Smith

(Figure 2 cont.)
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Saturday - July 22 (58 Henzlik Hall)

| | | |
|---|---|---|
| 8:00 - 12:30 a.m. | - | Work sessions<br>Coordinator: Smith, H. |
| 12:30 - 5:00 p.m. | - | Work sessions<br>Coordinator: Hiemstra |

Monday - July 24 (58 Henzlik Hall)

| | | |
|---|---|---|
| 8:55 - 11:35 a.m. | - | Miss Pat Shelton<br>"Counseling the ABE Student" |
| 2:00 - 3:00 p.m. | - | Discussion groups<br>Coordinator: Shelton |
| 3:00 - 3:45 p.m. | - | Talk time |
| 3:45 - 5:00 p.m. | - | Work sessions<br>Miss Shelton - Individual Consultation |
| (Optional) 7:00 - 10:00 p.m. | - | Individual Consultation: Dr. Larry Andrews<br>"English Education"<br>Individual Consultation: Hiemstra & Mitcheltree "TV Taping"<br>Counseling Kit<br>Teaching Kit<br>Coordinator: Hiemstra<br>Librarian: Fangmeyer |

Tuesday - July 25

| | | |
|---|---|---|
| 8:00 a.m. | - | Board bus for field trip to Omaha |
| 9:00 - 10:30 a.m. | - | Omaha's ABE Program |
| 10:45 - 12:15 a.m. | - | OIC visit & tour |
| 12:30 - 1:30 p.m. | - | Lunch at the MDTA Center ($2.00 at your expense) |
| 1:30 p.m. | - | Board bus for Lincoln |
| (Henzlik Hall) 2:30 - 3:30 p.m. | - | Mr. Curt Sederburg<br>"An Administrator Looks at the Teacher's Role in ABE" |
| 3:30 - 5:00 p.m. | - | Discussion groups<br>Coordinator: Sederburg |
| (Optional) 7:00 - 10:00 p.m. | - | Individual Consultation: Mr. Jack Beal<br>"Math Education"<br>Individual Consultation: Hiemstra & Mitcheltree "TV Taping"<br>Work sessions<br>Coordinator: Hiemstra<br>Librarian: Smith |

Wednesday - July 26 (Henzlik Hall)

| | | |
|---|---|---|
| 8:55 - 10:00 a.m. | - | Dr. Harry Hilton<br>"The Regional ABE Picture" |
| 10:00 - 11:35 a.m. | - | Dr. Roger Hiemstra<br>"Curriculum Planning" |

(Figure 2 cont.)
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Wednesday - July 26 (cont.)

| | | |
|---|---|---|
| 2:00 - 3:00 p.m. | - | Mrs. Connie Tindell<br>"ABE References & Materials" |
| 3:00 - 3:45 p.m. | - | Talk time |
| 3:45 - 5:00 p.m. | - | Discussion groups<br>Coordinator: Tindell |
| (Optional) 7:00 - 10:00 p.m. | - | Individual Consultation: Mrs. Tindell<br>"ABE References"<br>Work sessions<br>Coordinator: Smith, H.<br>Librarian: Fangmeyer |

Thursday - July 27 (58 Henzlik Hall)

| | | |
|---|---|---|
| 8:55 - 11:35 a.m. | - | Dr. Wes Meierhenry<br>"Selecting Methods & Media in ABE" |
| 2:00 - 3:00 p.m. | - | Discussion groups<br>Coordinator: Meierhenry |
| 3:00 - 3:45 p.m. | - | Talk time |
| 3:45 - 5:00 p.m. | - | Work sessions<br>Dr. Meierhenry - Individual Consultation |
| (Optional) 7:00 - 10:00 p.m. | - | Individual Consultation: Dr. Meierhenry<br>"Methods & Media"<br>Work sessions<br>Coordinator: Meierhenry<br>Librarian: Smith |

Friday - July 28 (58 Henzlik Hall)

| | | |
|---|---|---|
| 8:55 - 10:00 a.m. | - | Dr. Roger Hiemstra<br>"Evaluation & Teaching" |
| 10:00 - 10:30 a.m. | - | Evaluation |
| 10:30 - 11:35 a.m. | - | Small group presentations on project |
| 2:00 - 3:45 p.m. | - | Individual consultation on project implementation<br>Coordinators: Hiemstra & Smith |
| 3:45 p.m. | - | Closing Activities<br>Evaluation results<br>Certificate<br>Closing words |

Workshop Requirements

The workshop participants were assigned two major requirements during the two week workshop. The requirements were designed to allow the participant to develop his skills as a teacher and to provide a firm base for which to begin his fall program. The participants were urged to work together, to share resources and ideas and to develop projects that were of immediate use to them. Materials and the workshop staff were available to the participants to help develop the projects. Appendix F contains the requirements description materials.

Requirement Number One - Design Center Learning Activity. The purpose of this requirement was to acquaint the participants with some of the basic teaching aids available to them in the adult education classroom. Students were encouraged to gain skills in both the operation and use of various types of audio-visual equipment. Emphasis was placed on the development of required skills in order that the teacher would then possess more tools in facing the challenge of the adult basic education classroom. Each participant completed the various stations of the learning center with guidance from a trained member of the center staff. Individual attention to questions and problems participants had was assumed by a staggered scheduling process. Each participant was checked through each of the stations as he completed the skills required. A checklist of learning center stations was included (See Appendix F).

Requirement Number Two - An Implementation Project. The purpose of the project was to help the participants organize the information gained during the workshop and to help direct the knowledge gained to provide benefits to the people served by the adult basic education teacher. Each participant

was encouraged to work with the workshop staff to develop a particular plan which could be implemented in their local teaching areas. In order to focus the projects the following suggestions were given:

1. Suggested for the new or beginning ABE teacher is the design of a teaching plan for the first month on the job. This will probably include many of the following ideas:

    a. How to set up the classroom environment---chair arrangements, coffee arrangements, smoking arrangements, classroom appearance, etc.
    b. How do you recruit ABE students?
    c. How do you motivate ABE students?
    d. What kind of contact does an ABE teacher have with students outside the classroom?
    e. What happens during an ABE student's very first night in class?
    f. How do you assess the needs of an ABE student?
    g. Where do testing and counseling come into the picture?

There are many library and microfische materials available to help with this suggestion, plus the information presented during the workshop should be very useful.

2. Suggested for the ABE teacher with some teaching experience is the development of a plan to introduce some new or to rearrange some existing position of the curriculum for the ABE classroom. An example might be a plan to introduce a new method of teaching basic mathematical concepts. Please include an analysis of how this will fit into the total classroom curriculum. The consultants available during the two weeks, the various individualized learning kits, and the many library resources should be very valuable in developing a project according to this suggestion.

3. Suggested for the person who is indirectly involved in ABE teaching is the development of a plan on how ABE can fit more directly to the particular agency involved. Individual consultation with the workshop staff will be required to work out the details for this suggestion.

The results of this implementation project can be seen in individual Adult Basic Education projects throughout the state. For example, in Scottsbluff the cross-listed bibliography developed by participants is being used to save rural teachers time in ordering materials and cutting

down travel time for these teachers. In Fairbury beginning teachers are using information put together by workshop participants to develop the opening week presentation.

Resource People

| Resource Person | Title |
|---|---|
| Dr. Leonard Hill | Administrative Director, State Office of Adult Educ. |
| Dr. Carroll Londoner | Assistant Professor, Adult & Continuing Educ., UN-L |
| Mr. Hal Smith | Grad. Assistant, Adult & Continuing Educ., UN-L |
| Dr. Keith Prichard | Assoc. Professor, History & Philosophy Educ., UN-L |
| Mr. Joe Aguilor | Asst. Director, Nebraska TTT Project, Lincoln |
| Mr. Richard Brown | Instructor, Secondary Education, UN-L |
| Mr. Webster Robbins | Instructor, History & Philosophy Educ., UN-L |
| Dr. Roger Hiemstra | Assistant Professor, Adult & Continuing Educ., UN-L |
| Miss Pat Shelton | Counselor, Adult Basic Education, Lincoln |
| Miss Debbie Fisher | Instructor, Adult Basic Education, Lincoln |
| Dr. Larry Andrews | Assistant Professor, Secondary Education, UN-L |
| Ms. Blanche LaCroix | Director, Adult Basic Education, Omaha, NE |
| Mr. Curt Sederburg | Director of Adult Education, LTC, Lincoln |
| Mr. Jack Beal | Assistant Professor, Dana College, Blair, NE |
| Dr. Harry Hilton | Adult Educ. Program Officer, HEW Region VII |
| Mrs. Connie Tindell | Exec. Officer Project Communi-Link, Colorado State Univ. |
| Dr. Wes Meierhenry | Chairman, Adult & Continuing Education, UN-L |

Dr. Leonard Hill

Dr. Hill discussed the Adult Basic Education scene in the State of Nebraska. The expansion of programs in the State and the increased number of persons interested in solving the problems of undereducated adults in the state was emphasized. National legislation concerning adult education was discussed with emphasis on the effect that legislation would have on the local level. The increased need for cooperation between the state office and local problems were discussed and Dr. Hill asked the teachers to contact him if they have questions or suggestions.

Dr. Carroll Londoner

Dr. Londoner discussed the adult as a learner taking into account both the strengths and possible weak areas each adult brings with him into the

learning situation. The psychology of adult learning was emphasized with special importance given to the design of adult learning activities. Dr. Londoner also discussed human relations and communication skills and through various exercises helped to build the workshop members into a unit. Workshop participants were asked to use these human relation skills to help build a better classroom atmosphere in their local programs.

Mr. Hal Smith

Mr. Smith discussed the process of group dynamics in the Adult Basic Education classroom. He stressed the importance of planning together for learning activities (both student and teacher.) Discussion centered around trying to build self-dependence in students and the need to eliminate the dependence syndrom. Group theory was discussed especially in relation to roles persons assume in group situation. Non verbal group exercises stressed the importance of cooperation and inclusion.

Dr Keith Prichard

Dr. Prichard discussed the principals of Sociology of Education. Middle class values were discussed and it was pointed out that most classrooms and instructors operated from this value system. The value systems of both the upper and lower classes were discussed and it was pointed out how their different values might cause conflict in a learning situation. Suggestions were offered concerning possible approaches to successful alternative teaching procedures to use with persons from the lower socio-economic classes.

Mr. Joe Aguilor, Mr. Richard Brown, Mr. Webster Robbins

The initial stage of the panel presentation centered around the resource groups' ideas concerning the problems ethnic minorities faced in achieving educational success. Discussion centered around the lack of cultural awareness possessed by caucasians who serve as instructors. Participants were advised to become educated themselves in cross cultural areas or face continued minority dropout problems. Participants were challenged to look at themselves for the problem. An entire day was spent with the panel in discussion and question and answer sessions.

Dr. Roger Hiemstra

Dr. Hiemstra discussed the andragogical model and the importance of involving the student in planning his own educational objectives. He discussed the importance of student based behavioral objectives. Different types of behavioral changes were discussed and different types of instruction to achieve these changes suggested. Workshop participants developed behavioral objectives for use in the classroom and these objectives were criticized and shared.

Dr. Hiemstra in a second presentation discussed curriculum planning stressing the importance of taking each student from where he is and then planning together with the student. Evaluation was discussed, too, as he stressed the importance of involving the student in this process. Practical tools and steps to follow were suggested to improve each participant's methods of evaluation.

Miss Pat Shelton, Miss Debbie Fisher

Miss Shelton discussed the role of the counselor in the ABE program. She discussed the need to know the students well and to be totally honest with them. She discussed the need for the counselor to be "accepting" and

not to judge persons unnecessarily. The problem of too much contact with the students was also discussed.

Miss Fisher discussed the role of the teacher in the counseling process. She stressed the fact that the teacher assumed a counselor role because of her close contact to the student. Common problems students face were discussed and practical suggestions were offered.

Dr. Larry Andrews (optional evening program)

Dr. Andrews made an introductory presentation on the teaching of English and reading. He presented information that would be utilized as resource or text materials, suggested ways of utilizing the materials, and helped participants solve individual problems.

Ms. Blanche LaCroix

Ms. LaCroix was the main speaker on the workshop site visit to Omaha. She explained the theories that their program operated from. Problems of various minority groups attending classes in Omaha were discussed and suggestions on teaching were offered that have been used in the Omaha situation.

Mr. Curt Sederburg

Mr. Sederburg discussed the relationship between the administrator and teachers in the adult basic education program. He stressed the importance of communication in attempting to make the program more effective. Teacher input into decision making was discussed and Mr. Sederburg described various situations in which teachers have played major roles in new directions. He also discussed recruitment, location, and times of various classes and the importance of meeting needs where they exist.

Mr. Jack Beal, Miss Barb Wickless (optional evening program)

Mr. Beal and Miss Wickless made an introductory presentation on the teaching of mathematical concepts in the ABE or GED classroom. They suggested text materials, suggested approaches and techniques and helped participants begin to solve individual problems.

Dr. Harry Hilton

Dr. Hilton encouraged participants to continue to build their teaching skills, explaining the importance of ABE programs to the State of Nebraska. He described various adult education programs ongoing in Nebraska and the region and shared his views on future programs and needs.

Mrs. Connie Tindell

Mrs. Tindell discussed the various types of materials available to the classroom teacher. She brought with her a traveling library of materials and a display of different types of texts. She pointed out the methods of ordering materials from different sources and worked with the class on the correct method for this procedure. She also discussed testing as it would affect choice of materials for each individual. Much time was spent helping the class to examine the materials and to choose the appropriate level.

Dr. Wes Meierhenry

Dr. Meierhenry presented various types of media and discussed their use in the classroom. Proper selection of the type of media used was stressed and time was spent in discussing various activities where proper selection of media could improve the effectiveness of the presentation.

Evaluation

The workshop was evaluated in four ways. The first evaluation effort was a continuous assessment of the learning processes taking place throughout the workshop. In other words, project staff and resource personnel constantly evaluated such aspects as participant relationships, immediate needs, environment, and group dynamics. Efforts were made to correct problems and fulfill needs as they arose.

The second method of evaluation involved analyzing the participant's interactions with others. A pre and post-test instrument was utilized. Known as the FIRO-B device, this instrument is displayed in Figure 3. The intent of the instrument was explained to the participants and each participant was told how to interpret the results after the post-test was completed and the data analyzed. A discussion period followed where participants and project staff suggested ways the information could be useful.

A third effort at evaluation included administering a prepared evaluation form which participants completed on the last day of the workshop. Figure 4 displays this instrument. The tabulated results are shown in parentheses next to the corresponding number or statement. The information found for sections II and VII has not been included but is available through the Department of Adult and Continuing Education.

The information in Section I revealed considerable support regarding the amount of particular techniques employed or of topic areas covered. Significant variations included the following:

More consultants might have been used
More library materials could have been utilized
More information could have been presented on the adult, recruiting, sociology of education, minority groups, counseling, the teaching of reading and math, curriculum planning, and selecting media in ABE.

Figure 3.
FIRO-B
Fundamental Invironmental Relational Orientation - Behavior
William C. Schutz, Ph.D

DIRECTIONS: This questionnaire is designed to explore the typical ways you interact with people. There are, of course, no right or wrong answers; each person has his own ways of behaving.

Sometimes people are tempted to answer questions like these in terms of what they think a person should do. This is not what is wanted here. We would like to know how you actually behave.

Some items may seem similar to others. However, each item is different so please answer each one without regard to the others. There is no time limit, but do not debate long over any item.

For each statement below, decide which of the following answers best applies to you. Place the number of the answer in the blank at the left of the statement. Please be as honest as you can.
1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

____ 1. I try to be with people.
____ 2. I let other people decide what to do.
____ 3. I join social groups.
____ 4. I try to have close relationships with people.
____ 5. I tend to join social organizations when I have an opportunity.
____ 6. I let other people strongly influence my actions.
____ 7. I try to be included in informal social activities.
____ 8. I try to have close, personal relationships with people.
____ 9. I try to include other people in my plans.
____ 10. I let other people control my actions.
____ 11. I try to have people around me.
____ 12. I try to get close and personal with people.
____ 13. When people are doing things together I tend to join them.
____ 14. I am easily led by people.
____ 15. I try to avoid being alone.
____ 16. I try to participate in group activities.

For each of the next group of statements, choose one of the following answers:

1. most people 2. Many people 3. some people 4. a few people 5. one or two people 6. nobody

____ 17. I try to be friendly to people.
____ 18. I let other people decide what to do.
____ 19. My personal relations with people are cool and distant.
____ 20. I let other people take charge of things.
____ 21. I try to have close relationships with people.
____ 22. I let other people strongly influence my actions.
____ 23. I try to get close and personal with people.
____ 24. I let other people control my actions.
____ 25. I act cool and distant with people.
____ 26. I am easily led by people.
____ 27. I try to have close, personal relationships with people.
____ 28. I like people to invite me to things.
____ 29. I like people to act close and personal with me.
____ 30. I try to influence strongly other people's actions.

____ 31. I like people to invite me to join in their activities.
____ 32. I like people to act close toward me.
____ 33. I try to take charge of things when I am with people.
____ 34. I like people to include me in their activities.
____ 35. I like people to act cool and distant toward me.
____ 36. I try to have other people do things the way I want them done.
____ 37. I like people to ask me to participate in their discussions.
____ 38. I like people to act friendly toward me.
____ 39. I like people to invite me to participate in their activities.
____ 40. I like people to act distant toward me.

For each of the next group of statements, choose one of the following answers:

1. usually 2. often 3. sometimes 4. occasionally 5. rarely 6. never

____ 41. I try to be the dominant person when I am with people.
____ 42. I like people to invite me to things.
____ 43. I like people to act close toward me.
____ 44. I try to have other people do things I want done.
____ 45. I like people to invite me to join their activities.
____ 46. I like people to act cool and distant toward me.
____ 47. I try to influence strongly other people's actions.
____ 48. I like people to include me in their activities.
____ 49. I like people to act close and personal with me.
____ 50. I try to take charge of things when I'm with people.
____ 51. I like people to invite me to participate in their activities.
____ 52. I like people to act distant toward me.
____ 53. I try to have other people do things the way I want them done.
____ 54. I take charge of things when I'm with people.

| | I | C | A |
|---|---|---|---|
| e | | | |
| w | | | |

Figure 4.

ABE Teacher Education Workshop
July 17-28, 1972
Evaluation Form

INSTRUCTIONS: The following includes several statements designed to help evaluate the workshop and to help the coordinators restructure it where needed for another group of people. Each statement or item requires a certain response based on your opinion. In addition, if you wish to add any evaluative remarks, open-ended discussion, recommendations, etc., please use the backs of these sheets. Don't sign your name unless you so desire. Please express your true feelings as the aim is to use your help in improving our educational efforts.

I. Following are several of the techniques used to present information or to promote learning during the workshop. Please circle the number on the 3 point scale that represents your opinion as to the frequency of use. In other words, in another workshop, would you hope there was less, the same, or more of the techniques or information.

| | | Less | Same | More |
|---|---|---|---|---|
| A. | Need assessment | 1(0) | 2(24) | 3(4)* |
| B. | Discussion of Andragogy | 1(4) | 2(19) | 3(5) |
| C. | Use of Andragogy in structruing the workshop | 1(2) | 2(21) | 3(5) |
| D. | Talk time | 1(2) | 2(22) | 3(4) |
| E. | The use of various consultants. | 1(2) | 2(14) | 3(12) |
| F. | Library materials | 1(1) | 2(12) | 3(14) |
| G. | Microfische materials | 1(5) | 2(19) | 3(4) |
| H. | Individual learning kits | 1(3) | 2(15) | 3(9) |
| I. | Optional learning opportunities in the evening | 1(4) | 2(22) | 3(2) |
| J. | Time for individual consultation | 1(0) | 2(23) | 3(5) |
| K. | Workshop requirements | 1(3) | 2(24) | 3(0) |
| L. | Instructions and discussion of requirements or learning activities | 1(0) | 2(19) | 3(8) |
| M. | The following topics: (please evaluate the topic, not the consultant or presentor) | | | |
| 1. | ABE in Nebraska | 1(1) | 2(18) | 3(9) |
| 2. | The adult learner | 1(1) | 2(15) | 3(12) |
| 3. | Adult psychology | 1(0) | 2(15) | 3(13) |
| 4. | Recruitment | 1(1) | 2(12) | 3(15) |
| 5. | Design center learning activities | 1(3) | 2(18) | 3(7) |
| 6. | TV tape coding | 1(10) | 2(14) | 3(3) |
| 7. | Sociology of Education | 1(0) | 2(11) | 3(17) |
| 8. | Minority groups outlook | 1(0) | 2(10) | 3(18) |
| 9. | Group awareness in the ADE classroom | 1(1) | 2(16) | 3(11) |
| 10. | Performance or instructional objectives | 1(4) | 2(18) | 3(5) |
| 11. | Counseling the ABE student | 1(0) | 2(14) | 3(14) |
| 12. | English education | 1(0) | 2(19) | 3(9) |
| 13. | Teaching of reading | 1(0) | 2(8) | 3(20) |
| 14. | An administrator's look at the teacher's role in ABE | 1(6) | 2(11) | 3(11) |

*Only 28 people turned in instruments and some questions were occasionally unanswered.

(Figure 4 Cont.)

2

| | | | | |
|---|---|---|---|---|
| 15. | Math education | 1(0) | 2(12) | 3(16) |
| 16. | Regional ABE picture | 1(2) | 2(18) | 3(8) |
| 17. | Curriculum planning | 1(0) | 2(15) | 3(13) |
| 18. | ABE references & materials | 1(0) | 2(15) | 3(13) |
| 19. | Selecting methods and media in ABE | 1(0) | 2(15) | 3(13) |
| 20. | Evaluation and teaching | 1(0) | 2(17) | 3(10) |
| N. | The use of field trips | 1(0) | 2(18) | 3(9) |
| O. | Handouts - your take-home material | 1(3) | 2(20) | 3(4) |
| P. | Small group discussion | 1(0) | 2(16) | 3(11) |
| Q. | Pre-conference communication | 1(0) | 2(19) | 3(8) |
| R. | Availability of materials, hours building open, etc. | 1(0) | 2(25) | 3(2) |

II. Following is a list of the various consultants utilized in the workshop. Please assess the value of his or her presentation/expertise.

| | | None to Little Value | Somewhat Value | Considerable Value |
|---|---|---|---|---|
| A. | Leonard Hill | 1 | 2 | 3 |
| B. | Carroll Londoner | 1 | 2 | 3 |
| C. | Hal Smith | 1 | 2 | 3 |
| D. | Keith Prichard | 1 | 2 | 3 |
| E. | Joe Aguilor | 1 | 2 | 3 |
| F. | Richard Brown | 1 | 2 | 3 |
| G. | Webster Robbins | 1 | 2 | 3 |
| H. | Roger Hiemstra | 1 | 2 | 3 |
| I. | Pat Shelton | 1 | 2 | 3 |
| J. | Debby Fisher | 1 | 2 | 3 |
| K. | Larry Andrews | 1 | 2 | 3 |
| L. | Curt Cederburg | 1 | 2 | 3 |
| M. | Jack Beal | 1 | 2 | 3 |
| N. | Barb Wickless | 1 | 2 | 3 |
| O. | Harry Hilton | 1 | 2 | 3 |
| P. | Connie Tindell | 1 | 2 | 3 |
| Q. | Wes Meierhenry | 1 | 2 | 3 |

III. The following are some questions that require a selection on the five-point scale provided. In addition, some lines are provided if you wish to add some related comments.

A. Was the class time used so as to effectively promote learning?

| Ineffectively 1 | 2 | 3 | 4 | Effectively 5 |
|---|---|---|---|---|
| (0) | (0) | (1) | (12) | (15) |

(Figure 4 Cont.)

3

D. Evaluate the coordinators (Hiemstra & Smith) interest in the students, including their availability for questions and consultation.

| Low 1 | 2 | 3 | 4 | High 5 |
|---|---|---|---|---|
| (0) | (0) | (0) | (1) | (27) |

C. Was the material in this workshop presented at an appropriate intellectual level?

| Too simple 1 | 2 | Appropriate 3 | 4 | Too complicated 5 |
|---|---|---|---|---|
| (0) | (2) | (26) | (0) | (0) |

D. What effect did the workshop have upon your interest in ABE or GED?

| Decreased it 1 | 2 | 3 | 4 | Increased it 5 |
|---|---|---|---|---|
| (0) | (0) | (0) | (3) | (24) |

E. How would you rate the effectiveness of the coordinator (Hiemstra) in the overall planning, implementation, and evaluation of the workshop?

| Ineffective 1 | 2 | 3 | 4 | Effective 5 |
|---|---|---|---|---|
| (0) | (0) | (0) | (3) | (25) |

F. How would you rate the clarity of workshop assignments and suggested learning tasks?

| Unclear 1 | 2 | 3 | 4 | Clear 5 |
|---|---|---|---|---|
| (0) | (0) | (2) | (9) | (16) |

(Figure 4 Cont.)

4

IV. The following are the educational goals that were established for this workshop. Please assess whether or not you feel they were accomplished for you.

A. The increase of your knowledge of Adult Basic Education.

NO (0) YES (28)

B. The increase of your competencies and skills as a teacher of adults.

NO (1) YES (27)

C. The increase of your ability to teach and/or administer an ABE class.

NO (1) YES (26)

D. The increase of your understanding of the adult.

NO (2) YES (26)

E. The increase of your skill to deal with the undereducated, disadvantaged, and/or minority adult.

NO (1) YES (27)

F. The increase of your ability to diagnose special problems in the adult classroom and to implement corrective measures.

NO (0) YES (25)

V. Please list those topics and/or learning activities that you feel would benefit you the most if they were included in future workshops.

.....

.....

.....

.....

.....

.....

VI. If you have additional comments or suggestions, please use the reverse side of these sheets.

(Figure 4 Cont.)
5

VII. Please tell us approximately the number of months you have taught ABE students. _____.

Please tell us approximately the number of months you have taught GED students. _____

Check the following appropriate responses.

MALE_____ FEMALE_____

AGE: 20-29_____ 30-39_____
40-49_____ 50-59_____
60 and older_____

THANK YOU FOR YOUR COOPERATION!

Additional small group discussion could have been utilized. Undoubtedly, this information will be useful in planning a similar workshop for the future.

Section III reflects, too, general support for the processes and technical aspects of the workshop. The clarity of the workshop assignments and learning tasks could have been improved. Section IV involved asking the participants to assess the objectives established prior to the workshop. Most participants felt that the objectives had been achieved. The information determined from sections V and VI will be very useful in planning future workshops.

The final evaluative effort was in the way of general observations and reflections made after the workshop by the workshop director. One of the most successful aspects of the workshop appeared to be the general group rapport that developed. Such elements as the informal atmosphere, the availability of resources, and the daily talk sessions contributed to this atmosphere. The talk sessions, for example, served as a forum for a discussion of particular problems, of the philosophy of serving disadvantaged adults and of the future.

Although there were advantages to having participants with a wide diversity of backgrounds, this situation also appeared to create some frustrations. The workshop moved too slowly for some, too fast for others; the material occasionally was presented at too high a level for some participants or at too low a level for others. The solution to these situations call for either a more careful selection of participants or enough additional resources to allow splitting the larger groups into smaller groups for some of the presentations.

A specific problem related to the above discussion was the fact that so many participants worked primarily with GED-level clientele. This necessitated considerable shuffling or re-doing of the information presented in many cases as the workshop was originally designed with only the ABE student in mind. Hopefully these adjustments were made to a point that all participants received useful inputs.

One additional point should be made. In retrospect, perhaps there was too much information presented. When you build a workshop around the andragogical assumption that adults are self-directive and desirous of learning information applicable to their immediate job situation, you should also allow time for reflection, thought, and creative work. The fact that so much was offered day and night prompted many participants to work very hard---sometimes to the point of exhaustion and in many cases with no spare time for that reflection. In another workshop, this director would probably offer less optional activities and suggest that participants spend some of their spare time in pondering even more the relationship of what they are learning to their professional roles and tasks.

In conclusion, it is felt that the workshop was a success. The participation of all those involved was high. In addition, the workshop projects developed by participants were of very high quality. It is expected that those projects and the growth of the participants will lead to better adult education efforts in Nebraska.

Appendix A

GENERAL INFORMATION FORM
ABE TEACHER EDUCATION WORKSHOP

Dept. of Adult & Cont. Education
University of Nebraska
Lincoln, Nebraska

Name (please print or type) _____

Mailing address _____

_____

_____ (ZIP Code)

_____ Yes, I will be a participant in the workshop

_____ No, I will not be a participant (if you check "No," you do not need to complete the following statements - please return this form in the enclosed envelope)

Home phone number and area code _____

Employment phone and area code _____

What is the highest level of education you have completed _____

(Check only one of the following)

_____ I am accepted in the UNL/Graduate College

_____ I am not accepted but will make immediate application to the Graduate College

_____ I plan to enroll as a visiting student

Describe any special education or training you have received

_____

_____

Describe your present employment _____

_____

If you have already taught or are teaching ABE classes, please describe the circumstances and the length of service

_____

_____

Please tell what you would like to gain from the workshop - use the back of this sheet

Thank you for your assistance. Please return this form in the enclosed envelope.

(Appendix A Cont.)

ABE Teacher Education Workshop
Summer 1972

Needs Assessments From Initial Diagnostic Forms

CURRICULUM

to gain an increased knowledge of ABE curriculum
to gain an increased knowledge of ABE curriculum materials
to add depth and a fuller curriculum to the current local program

PLACEMENT/TESTING/COUNSELING

to ascertain the best placement level of new students
to determine how much testing and record keeping is necessary
to know how to evaluate individual progress
to know more about counseling with adults
to learn the state requirements in testing (modern math, algebra), requirements in literature, and science

PROGRAM PLANNING

to decide the best length and number of class meetings each week
to know of available materials at different levels of need
to know of problems related to different types of programs (inner city, etc.) and clients
to gain from others a knowledge of their success in using advisory committees
to carry out an effective program of study
to offer an interesting and informative classroom situation
to know how to divide a class
to know how to plan lessons, plans, and units
to know how to evaluate ABE programs
to gain knowledge of ABE program problems

RETENTION/RECRUITMENT/MOTIVATION-STUDENTS

to retain students after they start
to have regular attendance
to motivate and sustain interest
to motivate students to achieve their GED
to discuss common problems of teaching, motivation, and supervision
to motivate the student to study at home
to retain the Chicano population as students
to receive tangible solutions of how to motivate students
to know how to sell GED and ABE in the community

(Appendix A Cont.)

SUBJECT AREAS - more knowledge of

reading
math
science
social studies

METHODS/TECHNIQUES/APPROACHES

to gain more knowledge of methods and techniques and their applications
to learn how to better communicate with students in ABE
to share with others insights, failures of methods and techniques
to know how to sequence methods and techniques
to know when material is appropriate for adults
to know techniques in teaching English as a second language
to know methods of teaching reading
to learn a variety of approaches of developing a good program
to know how to develop materials and then how to implement them
to prepare Chicano students to teach other Chicanos
To learn how to increase reading speed in students
to stimulate the non-reader to read
to learn about the Ortian-Gilliam reading method
to know what techniques are best for retarded students
to teach the skill of honest social perception
to develop new approaches in presenting skills
to identify effective learning experiences and teaching techniques
to develop the skill to complete material in time allotted

STUDENT BACKGROUND

to gain a greater understanding of student feelings, general characteristics, and needs
to learn more about students without any education
to know how to cope with situations: students who work nights, need of baby sitters, etc.
to understand the psychology of adults and learning style of adults

TEACHER BEHAVIORS

to have the ability to become more involved
to better myself as an ABE teacher
to receive input from professionals

(Appendix B)

ABE Teacher Education Workshop
July 17-28, 1972
List of Participants

Judith C. Amber
1678 Woodsview
Lincoln, Nebraska 68502

Darien M. Anderson
Box 308
Hemingford, Nebraska 69348

Carl Blank
5330 W. Wilkins
Lincoln, Nebraska 68524

Shirley Cummings
1940 Connie Road
Lincoln, Nebraska

Gerald M. Danskin
Northeastern Nebraska College
Norfolk, Nebraska 68701

John H. Fischer
5435 Ervin Street
Lincoln, Nebraska 68504

Barbara J. Graves
524 Thompson Avenue
York, Nebraska 68467

Jacqueline Hill
1309 N. 36th Street
Omaha, Nebraska 68131

Jo Keeler
Culbertson, Nebraska 69034

Betty Krakow
Route #1
Hebron, Nebraska 68370

Alma Lamere
Box 103
Winnebago, Nebraska 68071

Edna A. LaMere
Box 15
Winnebago, Nebraska 68071

Wilma Jean Lewis
913 South 14th Street
Norfolk, Nebraska 68701

Rex E. Lutz
1313 North 8th
Beatrice, Nebraska 68310

Roberta Machacek
408 E. 16th
Crete, Nebraska 68333

Pauline F. Miller
107 South Cottonwood
North Platte, Nebraska 69101

Neal B. Parsons
Verdon, Nebraska 68457

Pamela L. Price
206 N. Voss Road
Grand Island, Nebraska 68801

Pat Prieb
1210 Eastridge Drive
Lincoln, Nebraska 68510

Jean Rankin
Room 312, Cather Hall
Lincoln, Nebraska

Helen Riddell
Box 466
York, Nebraska 68467

Merlyn L. Saathoff
Sterling, Nebraska

Martin Schormann
210 N. 18th
Beatrice, Nebraska 68310

Neal Smith
3005 Avenue D
Scottsbluff, Nebraska 69361

JoAnn Smith
3005 Avenue D
Scottsbluff, Nebraska 69361

Suzanne Taylor
2526 Woodsdale Blvd.
Lincoln, Nebraska 68502

Zdenka Uridil
Box 406
Chadron, Nebraska 69337

Monica Walker
Route 2, Box 48
Minatare, Nebraska 69356

Mick Zangari
6100 Vine, G-41
Lincoln, Nebraska 68505

Mary L. Zaruba
304 N. 30th
Kearney, Nebraska 68847

Appendix C

ABE Teacher Education Workshop -- 1972 -- Suggested Objectives

READING

Level I

(At the completion of 20 hours of instruction) the student must be able to identify orally and write (correctly all of) the initial 31 phonetic sounds within small word structures as presented by the teacher.

LITERATURE OR COMMUNICATION SKILLS

Level IV

At the end of January the student will be able to (demonstrate his ability to interpret an author's work by) read(ing) "How Do I Love Thee" by Elizabeth Barrett Browning and then transferring his interpretation into one written paragraph. (The paragraph will be at least ten sentences in length and will contain an interpretation of the author's purpose, meaning, and style).

For this week's assignment (by Monday), the student will (have) read the books Black Like Me and (demonstrate that he or she has read it by) turn(ing) in (at least) a 150 word (written) summary of the book (that contains an interpretation of its purpose, meaning, and style).

In class (after 10 hours of instruction) the student will (demonstrate an understanding of the various ways of writing poetry by) select(ing) a poem of his choice and read(ing) it orally in the correct pentameter.

At the end of the month the student will be able to match (at least) 8 out of 10 Shakesperian quotations to their respective plays (in a written test).

SOCIAL STUDIES

Level I

(After ten minutes of classroom instruction) the student will be able to dial (correctly the first time attempted) emergency telephone numbers in his or her community -- police, doctor, fire, and ambulance.

(After fifteen minutes of instruction) the student will able to distinguish when walking, left from right, (by correctly) following directions which include one left turn and two right turns from one given point to another.

(Appendix C Cont.)
2

Level II

(After ten hours of instruction) the student will be able to go to the store and (correctly) purchase all of the necessary items for the (next) ABE class coffee break -- spoons, coffee, tea, cookies, sugar, and cream.

(Following a class session of instruction) the student will be able to utilize his local self-service gas station by reading the instructions and (correctly) filling the gas tank of his car.

COMMUNICATION SKILLS OR GRAMMAR

Level I

At the conclusion of the first unit the student will be able to differentiate work containing short vowel sounds and long vowel sounds by selecting no less than 45 correct responses from a list of 50 words provided.

Level II

The student shall, after the teacher's introduction of root words, be able to supply the proper suffix -- either ed or ing -- (correctly to 9 out of 10 written sentences) to give the sentences proper meaning.

Level II

At the conclusion of the story the student will be able (to demonstrate his understanding of the story by being able) to answer 10 questions concerning that story by selecting the correct answer for each question from three choices provided. NOTE: Difficult to know in this case exactly what behavior is being examined.

Level I

After reading this story the student will correctly select things that grow on a farm from a list of words taken from the story about the farm.

Level II

After completing the unit on direct quotations, the student will be able to insert quotation marks and commas in a given written dialog of ten sentences with 80% accuracy.

Level I

After completing the unit on "was" and "were" the student will be able to write five original sentences using "were" in correct grammatical usage.

(Appendix C Cont.)

3

Level III

After using the "Listen and Think" tapes level FA, the student will complete the post-test activities with 80% accuracy.

MATH

Level I

Within six teaching sessions the student should be able to demonstrate, 4 out of 5 times, the capacity to meet small money demands on a day to day basis by demonstrating in a role playing situation the ability to (correctly) make change at a grocery store and to pay a utility bill.

In two more sessions the student should exhibit the ability to estimate his purchases by choosing products from grocery store advertisements and keeping within an allotted sum of $15.00.

In four sessions the student should exercise the ability to shop economically by comparing various store prices from newspaper advertisements and verbally discussing his findings with the class (such that they reflect the selection of the least expensive products where the quality appears the same).

From a field-trip experience in a grocery store the student should become aware of the higher prices paid for convenience foods, by actual, on the spot, comparisons. (This will be demonstrated by the student noting the price for a convenience food and then calculating the individual costs of its various components as they are found in the store).

SCIENCE

Level I

Given a set of 4 different sized circles on the blackboard, by the end of this class the student will be able to classify the circles from largest to smallest, marking them in order A, B, C, D with 100% accuracy.

Level IV

Given 10 sets of stimuli and responses, by the end of this unit the student will be able to formulate 8 or more acceptable hypotheses (using the criteria established for acceptable hypotheses).

Given the condition of 1 alka seltzer tablet in one cup of vinegar by the end of the period, the student will prepare in written form a hypothesis, an annotated experiment, and a conclusion (using the criteria established for acceptance).

(Appendix C Cont.)

4

GRAMMAR

Level II

(After 10 hours of instruction) the student will cross out the incorrect verbs in an exercise of ten sentences using is and are and was and were and will have 80% correct.

Given eight sentences the student will select and write on paper four (that are) about the same topic in (a) sequential order in the (logical) form of a paragraph. This performance should be 80% correct.

Level III

(After 10 hours of instruction) the students will underline two synonyms in a given row of five words (ten rows) in a written exercise and have 80% correct.

(After 10 hours of instruction) the students will write with pen a business letter including good organization of message, clearness of expression, accuracy in grammar, spelling, punctuation, and capitalization, neatness and courtesy. They will not have more than 5 errors in the entirety of the letter.

ESL

Level I

After class instruction the student will be able to visually recognize the most basic street signs and will therefore be able to go to and from a market alone.

At the end of one week of ABE class, the student will be able to verbally identify eight out of ten kitchen items pictured on an overhead projector.

READING

Level I

At the completion of the study of the Dolch Word List, the student will be able to correctly pronounce 80% of the words presented to him by the teacher on reading flash cards.

MATH

Level I

A student should be able to count to one hundred by tens with no errors at the end of six weeks.

(Appendix C Cont.)

5

The student will be able to count verbally by tens to 100 with no errors by the end of the second lesson.

The student will be able to make change for $100 by the end of the fourth lesson and will demonstrate this by (correctly) making change for an imaginary three purchases

Upon completing the introductory numbers section and given a set of flash cards showing objects and/or numbers the student will correctly identify 10 out of 10 of the simple numeral problems shown on the cards.

Level II

Upon the completion of lessons 2 and 3 of the guidebook to mathematics the student will demonstrate his understanding of addition and substraction of single and double integer numbers by correctly solving 20 out of 25 problems in this category.

Upon the completion of lessons 29 through 32 of the guidebook to mathematics the student will be able to divide 18 out of 20 division problems involving single integer divisors.

Upon completion of lesson 55 of the guidebook to mathematics the learner will be able to divide whole numbers by fractions. This will be demonstrated by correctly solving 9 out of 10 problems in this category.

## Appendix D

## Resource Materials

The acquisition of resource materials was critical to the success of the workshop because they are scarce in libraries and programs around the state. Consequently, a concerted effort was made to secure as many resources as possible for participants to have or to utilize. This appendix will describe what these resources were and how they were utilized.

### Library and Library Services

A library was developed from several sources and displayed in the workshop's main room. First, participants were encouraged to bring to the workshop materials that could be shared with others. In addition, related books and materials available through the Nebraska State Department of Education's Adult Education Division and the University of Nebraska's Department of Adult and Continuing Education were moved to the workshop library. These included approximately 300 books or booklets and a microfiche file of 250 sources. Two microfiche readers, one was capable of supplying printed copies of microfiche pages, were provided. The "Project Communi-Link" traveling ABE library was also available for one day.

Many books were purchased for the workshop library. Nearly 200 books or booklets were acquired this way; in addition, the National Multimedia Center for Adult Basic Education abstracts (2000 abstracts) and corresponding index books were purchased. Library services included cross-referenced guides as handouts, a card catalogue by subject area, and search assistance by the workshop's library assistants. Typewriters, paper supplies and work space were also available as part of this service.

(Appendix D Cont.)

Individualized Learning Kits

Three individualized learning kits were available for each participant's use. They covered the following topics:

Reading Development
- Individual and group exercise
- Beginning to advanced ideas
- Comprehension and retention
- Sequencing
- New techniques

Teaching
- Introduction
- Awareness of human needs
- Dropouts
- Emotional needs of adult students
- Domestic problems affecting performance
- Community structure impact on illiterate adults
- Referral services available to ABE students
- Education of ABE students
- Methods of placing ABE students

Counseling
- Function of the ABE counselor
- Awareness
- Vocational counseling
- Personal counseling
- Educational counseling

The media needed in conjunction with the learning kits and the various learning activities such as overhead projectors, tape recorders, slide projectors and TV tape players were available in the main workshop room. Assistance in operating the machines and in understanding the materials was provided by the workshop staff.

Material Presented to Participants

A variety of materials was presented to participants for their use in the home community. Included were the following:

Microfiche File Catalogue - mater l available through the Department of Adult and Continuing Education
Guidebook for Teachers - a 100-page booklet on a variety of methods and and procedures for teachers of adults
Adult Basic Education: Teachers Information Manual - a 30-page booklet provided through the State of Nebraska's Department of Education

(Appendix D Cont.)

Basic Education Graphics - a 56-page study guide to the uses of a variety of audio-visual techniques and materials
Adult Basic Education bibliography - a bibliography with 70 ABE references
Books for Adults Beginning to Read - a booklet developed by the American Library Association
Easy Materials for the Spanish Speaking - a booklet developed by the American Library Association
Starting Students Successfully in Adult Basic Education - a booklet published by Florida State University
Teaching the Disadvantaged Adult - a book authored by Curtis Ulmer and published by NAPSAE
Preparing Instructional Objectives - a book authored by Robert Mager and published by the Fearon Publishers, Inc.

Finally, a number of handouts and related materials were distributed by the various resource people in conjunction with their presentations. Each participant was also provided with a note book in which to store the materials and a diploma showing completion of the workshop requirements.

## Appendix E

ABE Teacher Education Workshop
July 17-28, 1972
Individualized Learning Units

There are three individualized learning units available for your use if you so desire. They cover the following topics:

1. Counseling the ABE student

2. Teaching the ABE student

3. Teaching "Reading" to the ABE student

These kits, and the appropriate equipment, may be checked out and utilized in Henzlik Hall during any free time that you have. If two or three people desire to utilize a kit at the same time please be willing to work in a small group with a kit.

(Appendix E Cont.)

ABE Teacher Education Workshop
July 17-28, 1972
Optional Evening Learning Activity
"Using TV as a Self-Evaluation Tool"

Purpose

The purpose of this learning activity is to see yourself as a student sees you.

Procedure

A sign-up sheet will be provided if you are interested in participating in this learning activity either Monday or Tuesday evening, July 24 or 25. The activity will take 2-3 hours.

You will need to prepare a five-minute teaching exercise or something that you are familiar with. An example might be teaching students how to multiply two numbers with unlike signs. The group assembled for that evening will act as your ABE classroom during your presentation. You, as the teacher, will be video-taped so that you may see yourself during a "play-back" session.

When you are not making a teaching presentation, please assume a role as an ABE student. You should participate in someone else's teaching presentation just as you perceive a student would participate.

Evaluation

You will have an opportunity to view yourself that same evening and to self-evaluate during a "play-back" session. In addition, the group members and/or a workshop staff member will offer suggestions and comments following the "play-back" of your presentation.

(Appendix E Cont.)

ABE Teacher Education Workshop
July 17-28, 1972
Optional Evening Learning Activity
TV Tape Coding

Purpose

The purpose of this learning activity is to acquaint you with some of the dynamics of an ABE classroom and, especially, to give you some experience in observing various facets of ABE teaching.

Description

Two 60-minute sessions of an ABE classroom were video taped. The actions of the teachers and of the students were unrehearsed, although the presence of the TV camera affected the students somewhat.

Procedure

This learning activity is designed for a small group of at least four people. Each person should assume one of the following coding assignments during the showing of the tape (if there are more than four persons in the group, either break into more than one group of four or double-up on some of the coding assignments):

1. Teaching techniques and materials - look for good or bad techniques, special materials utilized, teaching aids utilized, aspects of the classroom environment that the teacher has utilized, etc.

2. Student to student interaction - look for the interaction of students with each other, note whether this interaction is contributing to the learning atmosphere, and jot down suggestions on how these interactions could be built on by the teacher.

3. Teacher and student interactions - look for the interaction of student and teacher, note whether this interaction is contributing to the learning atmosphere, and jot down suggestions as to how you might have handled things differently.

4. Barriers to learning - look for the barriers to learning or any particular classroom problems. Jot down any ideas you have for correcting the problems or for eliminating the barriers.

Utilize a clean sheet of paper and write down brief statements during the showing of the video tape according to and concentrating on only one of the coding assignments described above. After the tape has finished, please discuss in your small group what you saw. One person in each group should act as discussion leader and see that the relationships between the four coding areas are discussed. The same film or portions of it can be seen twice, or the second tape can be seen, if you wish to gain additional observing skills.

(Appendix E Cont.)

Evaluation

You should self-evaluate your accomplishments during this learning activity. It is hoped that you will contribute freely to the group discussion and that you will have gained some experience and insight in viewing various aspects of the ABE classroom to the benefit of yourself as a teacher of adults.

(Appendix E Cont.)

AGREEMENT RELATING TO

PRODUCTION AND USE OF RECORDED INSTRUCTION

Date: _____, 19___

I hereby give permission to the University of Nebraska or any authorized employee, agent, or representative of the University; or any institution, organization, or person interested in pre-service or in-service teacher education and with permission of a duly authorized staff member or officer of the University, to use my picture (still photograph, motion picture, television, or other) and voice in any manner whatsoever to advance the teacher education objectives of the University now and at any time in the future. This permission extends to, but is not limited to, the right to record, copy, edit, and present by broadcast, projection, or otherwise.

This permission applies to each presentation listed below and in which I am seen or heard, directly or indirectly.

Nebraska ABE Teacher Training Workshops

Nebraska ABE Directors Meeting

University of Nebraska Credit Courses

Lincoln Technical College Programs and Courses

Name _____

Address _____

Telephone _____

City, State _____

(Appendix E Cont.)

ABE Teacher Education Workshop
July 17-28, 1972
Optional Evening Learning Activity
"Recruiting the ABE Students"

Purpose

The purpose of this activity is to help you think through some of the aspects of recruiting the ABE student.

Procedure

As a member of small group, you will view a movie film related to recruiting. This film was made by some adult education students in Colorado. After you have viewed and thought about the film, please discuss in your group the questions provided on another sheet.

Evaluation

You should self-evaluate your accomplishments during this learning activity. It is hoped that you will contribute freely to the group discussion and that you will have gained some insight that will help in your endeavors to recruit ABE students.

(Appendix E Cont.)

RECRUITMENT FILM

OBJECTIVES

Given the experiences of viewing the film and participating in group discussion, the group members will:

1) have a better understanding of the families with whom they work.

2) have a better understanding of the Adult Basic Education needs of the families with whom they work.

3) be aware of some possible methods for recruiting families into an Adult Basic Education program.

4) be motivated to recruit the families with whom they work into an Adult Basic Education program.

5) have a better understanding of agencies involved in work with the disadvantaged, and how this work might be better coordinated.

DIRECTIONS

As a group, read the questions listed below. Your answers should be based on the skit you saw and your personal feelings about the family situation you observed.

Please consider the questions as a group. Discuss them with one another.

When your group has answered a question, please write the group's answers on the paper provided.

1) How did you, as observers, feel about the family?

2) How do you think the family feels about their situation?

3) How do you think the family feels about the visitor?

4) What were some of the things that the family said they wanted or needed?

5) Were there any things that the family <u>didn't</u> say they needed, that you thought they did? If so, what?

(Appendix E Cont.)

6) Based on your observation of the family, what do you think they want and need?

7) Do you think enrolling and taking part in an Adult Basic Education program could help them solve any of their problems? If not, why? If so, what problems could basic reading, writing and mathematics help solve?

8) How did the visitor try to encourage the family to take part in the local Adult Basic Education program? What was good about what he said or did? Could he have done better? If so, how?

9) Do you think the visitor would have been able to talk about Adult Basic Education programs on his earlier visit? Why or why not?

10) What things do you think are important in order to be able to work with a family and to help them learn to solve their problems?

Appendix F

ABE Teacher Education Workshop
July 17-28, 1972
Requirement Number One
Design Center Learning Activities

Purpose

The purpose of this requirement is to acquaint you with some of the basic teaching aids and to prepare you to carry out various individualized learning efforts during the workshop.

Evaluation

The design center staff will sign your activity sheet in the appropriate spots as you complete the various activities. Completion of requirement number one, of requirement number two, and participation in the regularly scheduled events during the two weeks will equal an "A" in the workshop.

Procedure

1. Sign your name on the appropriate sheet for either Monday or Tuesday evening, July 17 or 18. The accomplishment of this requirement will take approximately one hour. If it is impossible for you to participate during an evening period, please see Roger Hiemstra so you can be scheduled during one of your work sessions or during a free hour. Please use the evening for this requirement if at all possible, as a workshop on audio-visual materials is regularly scheduled in the design center during the day.

2. During the period for which you are scheduled, bring your design center learning activity sheet to Room 116, Henzlik Hall, and follow the instructions of the staff member in charge. After you have completed obtaining the required signatures, please return the activity sheet to a workshop staff member.

(Appendix F Cont.)

ABE TEACHER EDUCATION WORKSHOP
Design Center Learning Stations

Performance Objectives: In the Design Center (Room 116, Henzlik Hall), learn to operate 7 pieces of audio-visual equipment: tape recorder, 16mm projector, super 8mm projector, overhead projector, slide/filmstrip projector, thermofax copier, and ditto duplicator.

Prerequisite: Reservation made on the morning of July 17 for completing the activities.

Pretest: If the student feels that he or she is already competent in performing the above objectives, this proficiency can be demonstrated to a staff member in the Design Center; have the staff member sign the task record sheet, and give the task record to the workshop coordinator.

---

| Student's name _____ | To be filled in by D.C. staff<br>Indicate when completed |
|---|---|
| 16mm film projector | |
| super 8mm film projector | |
| slide/filmstrip projector | |
| overhead projector | |
| tape recorder | |
| thermofax copier | |
| duplicator | |
| | _____<br>D.C. staff signature |

(Appendix F Cont.)

ABE Teacher Education Workshop
July 17-28, 1972
Requirement Number Two
An Implementation Project

Purpose

The purpose of the project is to help you organize the information and knowledge gained during the workshop in some manner that will benefit the people you will be working with.

Evaluation

Hal Smith and Roger Hiemstra will be available many times (during work sessions) throughout the two weeks to help you develop your project. Please note that times have been set aside on Friday, July 28, for group and individual evaluations of your project. In addition, it will be possible for someone to visit you on-the-job this fall if you would like additional assistance and/or assessment. Completion of requirement number one, of requirement number two, and participation in the regularly scheduled events during the two weeks will equal and "A" in the workshop.

Expectations

Please be prepared to turn in to the project staff on Friday, July 28, one copy of the project sheet. You should keep a copy for yourself, so please make a carbon copy or have a machine copy made. (See the staff if you need assistance here).

Please type or write legibly, double spaced, a 3-10 page report of the implementation project that you plan (see the options described below). This report should include your purpose, objectives, a description of how you plan to accomplish your objectives, a schedule of activities (time-table), and an evaluation plan. In addition, please develop a bibliography of materials and references that helped you in preparing the project report and/or a bibliography of materials and references that you would like to utilize with the project on the job.

Project Suggestions (Select any one of the following)

1. Suggested for the new or beginning ABE teacher is the design of a teaching plan for the first month on the job. This will probably include many of the following ideas:

   a. How to set up the classroom environment--chair arrangements, coffee arrangements, smoking arrangements, classroom appearance, etc.

b. How do you recruit ABE students?

c. How do you motivate ABE students?

d. What kind of contact does an ABE teacher have with students outside the classroom?

e. What happens during an ABE student's very first night in class?

f. How do you assess the needs of an ABE student?

g. Where do testing and counseling come into the picture?

There are many library and microfische materials available to help with this suggestion, plus the information presented during the workshop should be very useful.

2. Suggested for the ABE teacher with some teaching experience is the development of a plan to introduce some new or to rearrange some existing portion of the curriculum for the ABE classroom. An example might be a plan to introduce a new method of teaching basic mathematical concepts. Please include an analysis of how this will fit into the total classroom curriculum. The consultants available during the two weeks, the various individualized learning kits, and the many library resources should be very valuable in developing a project according to this suggestion.

3. Suggested for the person who is indirectly involved in ABE teaching is the development of a plan on how ABE can fit more directly to the particular agency involved. Individual consultation with the workshop staff will be required to work out the details for this suggestion.

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